DOCUMENT RESUME

ED 344 958 UD 028 626

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TITLE A Study of the Bilingual Instructional Support Component in New Instructional Model Schools. Prepared Pursuant to the Remedial Plan for Limited English Proficiency Asian Students. Report No. 9119.
INSTITUTION Philadelphia School District, PA. Office of Assessment.
PUB DATE Jun 91
NOTE 36p.; For related documents, see UD 028 623-628.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Asian Americans; *Bilingual Education; *Elementary School Students; Elementary Secondary Education; *English (Second Language); *High School Students; Instructional Effectiveness; Instructional Innovation; *Junior High School Students; Limited English Speaking; Middle Schools; Remedial Programs; School Districts; Student Attitudes; Tutoring; Urban Schools
IDENTIFIERS Language Minorities; *Philadelphia School District PA

ABSTRACT

This study assessed the bilingual instructional support component in Philadelphia's (Pennsylvania) New Instructional Model schools in the 1990-91 school year. Focus was on the following topics: (1) the extent to which the bilingual instructional support component had been implemented in the 32 schools; (2) the appropriateness and quality of the tutoring provided at the 11 schools selected for in-depth study; and (3) Asian high school students' perceptions on how well the bilingual instructional support components met their need for academic assistance. Data included that 118 tutors had been hired, of whom 71 percent were Asian. Observation data showed that in most high schools classes, teachers and tutors circulated to assist students. At the elementary school level, regular English-as-a-Second-Language (ESOL) instruction took place while tutors worked with one or more students at the back of the classroom or another location. Teacher interviews showed general satisfaction with tutors, although some teachers were unsure of the tutors' knowledge and some differed in their direction of the tutors. Recommendations include recruiting more tutors and providing training and other improvements to the tutoring component. Student focus groups conducted with 40 high school students showed that 85 percent of the students found the bilingual instructional support period helpful. An appendix tabulates the survey results for 32 schools. (JB)

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ED344958

The School District of Philadelphia

A STUDY OF THE BILINGUAL INSTRUCTIONAL SUPPORT COMPONENT IN

NEW INSTRUCTIONAL MODEL SCHOOLS

Prepared
Pursuant to the Remedial Plan
for Limited English Proficiency Asian Students

June, 1991

Report No. 9119

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EXECUTIVE SUMMARY

This study was designed to assess the following: 1) the extent to which the bilingual instructional support component has been implemented in the 32 New Instructional Model (NIM) Schools, 2) the appropriateness and quality of the tutoring provided at the eleven schools randomly selected for in-depth study, and 3) high school students' perceptions of how well the bilingual instructional support component meets their needs for academic assistance.

Survey data provided by the 32 NIM schools indicated that a total of 118 tutors had been hired of whom 84 (71%) were Asian. The major Asian languages spoken by these tutors were Khmer (n=30), Vietnamese (n=27), Chinese (n=15), Lao (n=6) and Korean (n=3). Fifty-seven percent of the tutors (Asian and non-Asian) were college students, 5% were college graduates and 38% were high school students.

An in-depth study was planned for eleven schools which were randomly selected. Two of these schools had no tutors available at the time of the study and were therefore eliminated. At the remaining nine schools, 24 teachers and 21 tutors of bilingual instructional support periods were observed and interviewed.

Observation data revealed that at the high school level, most bilingual instructional support periods were organized so that both the ESOL teachers and tutor(s) circulated around the class to give one-to-one instruction to students who requested help. In another type of organization teachers circulated while the tutor(s) worked with one or more specific students. This arrangement appeared to be less well-controlled.

At the elementary school level, regular ESOL instruction took place while tutors worked with one or more students at the rear of the class or in some other location. The two middle schools in the study had problems hiring and keeping tutors, but of the two classes observed with tutors, regular ESOL instruction was in progress.

Teacher interviews revealed that at 6 of the 9 schools, tutors spoke the appropriate Asian language of the students. However, some teachers encouraged tutors to use English rather than their native language because they felt students should practice their English skills.

At the middle and elementary schools, all but one teacher reported that their tutors were knowledgeable enough to provide students with adequate help. Half (n=6) of the high school teachers felt their tutors were knowledgeable enough, and four teachers were unsure. Teachers who perceived their tutors as knowledgeable generally viewed the bilingual support component as helpful.

Recommendations included the need to recruit more tutors, provide training, clearly delineate tutoring duties, ensure the regular attendance of tutors, provide better coordination and communication at

the school site, and test tutors before hiring them. Some teachers felt that tutors could be more effectively utilized in mainstream or content area classes.

Student focus groups were conducted with 40 high school students at the three high schools in the sample. Eighty-five percent (85%) of the students viewed the bilingual instructional support period as helpful in increasing their understanding of homework assignments and reading materials. The 15% who did not find the period valuable reported that their tutors were not able to help them in content area subjects.

INTRODUCTION

PROGRAM DESCRIPTION

In the 1990-1991 school year, 7 high schools, 3 middle schools and 22 elementary schools serving Asian students adopted the New Instructional Models (NIM) outlined in the Remedial Plan for Services to Asian LEP Students. The plan requires NIM schools to provide one period of bilingual instructional support daily to LEP students. This component includes "mandatory tutorial support, using the services of bilingual tutors who work with students to clarify concepts, assist in the completion of class assignments, and support students' reading and writing skills development."

PURPOSE OF THE STUDY

This study was designed to assess:

1) the extent to which the bilingual instructional support component has been implemented,
2) the appropriateness and quality of the tutoring provided at the 11 schools randomly selected for in-depth study,
3) high school students' perception of how well the bilingual instructional support component meets their needs for academic assistance.

FOCUS OF THE STUDY

The major focus of this study was 11 NIM schools which were selected for in-depth treatment during the period of mid-February to mid-March, 1991. The details of the In-depth study are provided on page 5.

Information was also collected from all 32 NIM schools by means of a survey, regarding the number of tutors hired by each school and the appropriateness of the language match for the LEP student population.

SECTION I: SURVEY DATA REGARDING BILINGUAL TUTORS

A survey was sent to the principals of the 32 NIM schools in early March, 1991 requesting the following information:

1) each school's efforts to recruit bilingual Asian tutors,
2) the major Asian languages of the students and tutors,
3) the educational background of the tutors, and
4) the tutors' weekly schedules.

The chart included in the appendix provides school-by-school information in each of these areas.

The information shows that the schools explored a variety of avenues to recruit tutors. Many tapped resources within the community such as local high schools, colleges, and Asian community agencies as well as staff, students and parents at their own school. The schools reported hiring a total of 118 tutors, of whom 71% (n=84) were Asian.

The major Asian languages of the students at the 32 NIM schools were Vietnamese (31 schools), Khmer (24 schools), Chinese (21 schools), Laotian (14 schools) and Korean (7 schools). The schools reported hiring a total of 30 Cambodian tutors, 27 Vietnamese, 15 Chinese, 6 Laotian, and 3 Korean tutors (see Tables 1 and 2).

Fifty-seven percent (57%) of the tutors were college students, 38% were either high school students or high school graduates and 5% were college graduates.

Two elementary schools were unsuccessful in finding tutors. If the findings of the in-depth study are indicative, some schools reported hiring tutors who did not appear, left for better paying jobs or were irregular in their attendance.

TABLE 1
MAJOR ASIAN LANGUAGES OF STUDENTS AND TUTORS AT SECONDARY NIM SCHOOLS
SCHOOL SURVEY, March, 1991

SCHOOL	NO. OF TUTORS	VIETNAMESE		KHMER		CHINESE		LAOTIAN		KOREAN		OTHER* (TUTORS)
		STUDENTS	TUTORS	STUDENTS	TUTORS	STUDENTS	TUTORS	STUDENTS	TUTORS	STUDENTS	TUTORS	
HIGH SCHOOLS												
Furness	6	Yes	1	Yes	3	Yes	1	Yes	1	No	0	0
S. Phila	10	Yes	7	Yes	1	Yes	2	Yes	0	No	0	0
Kensington	5	Yes	4	Yes	0	Yes	0	No	0	No	0	1
Olney	7	Yes	2	Yes	2	No	0	No	0	No	0	3
Fels	1	Yes	0	No	0	Yes	1	No	0	Yes	0	0
Univ. City	3	Yes	1	Yes	0	Yes	1	Yes	0	Yes	0	1
Northeast	4	Yes	0	No	0	Yes	1	No	0	Yes	1	2
HIGH SCHOOL TOTALS	36	7	15	5	6	6	6	3	1	3	1	7
MIDDLE SCHOOLS												
Vare	8	Yes	0	Yes	0	Yes	0	Yes	0	No	1	7
Cooke	1	Yes	0	Yes	1	No	0	Yes	0	No	0	0
Harding	1	Yes	0	Yes	0	Yes	0	No	0	No	0	1
MIDDLE SCHOOL TOTALS	10	3	0	3	1	2	0	2	0	0	1	8

*Asian and non-Asian speakers

TABLE 2
MAJOR ASIAN LANGUAGES OF STUDENTS AND TUTORS AT ELEMENTARY NIM SCHOOLS
SCHOOL SURVEY, March, 1991

SCHOOL	NO. OF TUTORS	VIETNAMESE		KHMER		CHINESE		LAOTIAN		KOREAN		OTHER* (TUTORS)
		STUDENTS	TUTORS	STUDENTS	TUTORS	STUDENTS	TUTORS	STUDENTS	TUTORS	STUDENTS	TUTORS	
ELEMENTARY												
McCall	3	Yes	0	No	0	Yes	2	No	0	No	0	1
Carnell	1	Yes	0	No	0	Yes	1	No	0	Yes	0	0
Southwark	6	Yes	1	Yes	1	Yes	4	No	0	No	0	0
Taggart	5	Yes	1	Yes	2	No	0	Yes	1	No	0	1
Girard	2	Yes	0	Yes	0	No	0	Yes	0	No	0	2
Patterson	2	Yes	0	Yes	2	No	0	No	0	No	0	0
Kirkbride	6	Yes	0	Yes	5	Yes	1	Yes	0	No	0	0
Olney	3	No	1	Yes	1	Yes	0	Yes	0	Yes	0	1
Barton	2	Yes	1	Yes	1	No	0	No	0	No	0	0
Greenfield	2	Yes	0	No	0	Yes	0	No	0	No	0	2
Creighton	2	Yes	0	Yes	0	Yes	1	Yes	0	No	0	1
Lowell	4	Yes	1	Yes	0	Yes	0	No	1	Yes	1	1
Birney	7	Yes	1	Yes	3	No	0	Yes	1	No	0	2
Feltonville	2	Yes	0	Yes	1	No	0	No	0	No	0	1
H.A. Brown	3	Yes	1	No	0	Yes	0	No	0	No	0	2
Finletter	1	Yes	0	No	0	Yes	0	No	0	Yes	0	1
Lamberton	0	Yes	0	No	0	Yes	0	No	0	No	0	0
Morrison	5	Yes	0	Yes	0	No	0	Yes	1	No	0	4
Childs	5	Yes	2	Yes	2	No	0	No	0	No	0	1
Lea	5	Yes	1	Yes	3	No	0	Yes	1	No	0	0
Vare	6	Yes	2	Yes	2	Yes	0	No	0	No	0	2
Drew	0	Yes	0	Yes	0	Yes	0	Yes	0	No	0	0
ELEMENTARY TOTAL	72	21	12	16	23	13	9	9	5	4	1	22

*Asian and non-Asian speakers

SECTION II: IN-DEPTH STUDY OF BILINGUAL INSTRUCTIONAL SUPPORT

Eleven NIM schools were randomly selected for in-depth study. Of these, Drew Elementary and Kensington High had no tutors available during the period of this study and were therefore eliminated. In addition, the two middle schools in the study, Cooke and Vare had experienced difficulty in hiring tutors.

Methodology

Teachers and tutors were observed and interviewed between mid-February and mid-March, 1991. Student focus groups were also conducted in the three high schools in the study (see page 14).

The Sample

The number of teachers and tutors in the sample were as follows:

High Schools

UCHS - 3 teachers, 2 tutors (Asian and Indonesian)
SPHS - 4 teachers, 4 tutors (all Asian)
Olney - 5 teachers, 3 tutors (2 Asian; 1 English-speaker)

Middle Schools

Vare - 1 teacher, 1 tutor (English)
Cooke - 1 teacher, 1 tutor (English)

Elementary Schools

Childs - 1 teacher, 1 tutor (Asian)
Southwark - 3 teachers, 3 tutors (all Asian)
Olney - 2 teachers, 2 tutors (1 Asian, 1 Spanish-speaker)
Birney - 4 teachers, 4 tutors (3 Asian, 1 English-speaker)

1. IN-DEPTH STUDY: HIGH SCHOOL SAMPLE

Eleven bilingual instructional support periods were observed in the three NIM high schools which participated in the study: South Philadelphia, University City and Olney High. As mentioned earlier, there were no tutors available for observation at Kensington High during the period of this study, mid-February to mid-March, 1991.

Observations and interviews were conducted with the 12 ESOL teachers who supervised these bilingual instructional support periods. The nine bilingual tutors (seven were Asian) who covered these support periods were also observed and interviewed. Eight classes had one tutor and the three remaining classes had at least two tutors.

Observation data revealed that bilingual instructional support periods at the high school level were organized in one of three ways.

1. The majority (n=6), of the bilingual instructional support periods observed were arranged so that both the ESOL teacher and the tutor(s) circulated around the class to give one-on-one instruction to students who requested help with homework or other assignments.

2. In this type of organization (n=3), the teacher circulated to give students help and the tutor was assigned to work with one or more specific students in the class. Usually, the assignment matched the tutor's native language with that of the student*.

3. In this type of organization (n=2), the ESOL teacher taught a lesson or part of a lesson. The tutors circulated to help students who were having difficulty. During the last part of of the period, students were allowed to do their work independently, with the teacher and tutor assisting as necessary.

*This type of organization existed in only one school and was observed to be less well-controlled than in the other two organizational arrangements.

Teacher Interviews

Teachers were asked whether the tutors spoke the appropriate languages, whether the tutors were knowledgeable enough to provide the the students with adequate help, whether they considered the bilingual instructional support period useful, and whether they had suggestions as to how the period could be more effective.

Teachers reported that in most cases the first language of the tutors was appropriate to the first language of the students. However, at one school, teachers reported that the two tutors' first languages were not appropriate to the first languages of their students. At another school, use of the first language between tutors and students was overtly discouraged by some teachers.

Six of 12 teachers felt that the tutors were knowledgeable enough to provide the students with adequate help in ESOL and content areas. Four additional teachers were unsure how knowledgeable the tutors were because they interacted with the students in their first language. The two remaining teachers said the tutors were not knowledgeable enough to help the students adequately.

When asked whether they thought the bilingual instructional support periods were helpful, seven of 12 teachers answered in the affirmative. Reasons cited were: (1) tutors could take the time to explain concepts (in the students' first language) which the teacher might be too busy to reinforce, (2) students were able to get more individual help, and (3) students felt comfortable asking questions of bilingual tutors which they were reluctant to ask in class.

The five remaining teachers felt the bilingual instructional support period was not helpful. Reasons cited were: (1) an additional ESOL period would be more helpful, (2) bilingual tutors do not speak the

appropriate language, (3) the size of the group (20-30 students) is too large for it to work, (4) homework should be done at home, the period is wasteful of students' time.

Teacher Recommendations

1. Give tutors time to sit in co-taught and sheltered classes and to read content area textbooks so they can help the students more effectively (n=3).
2. Recruit more tutors and recruit a greater number who can be at the school every day (n=3).
3. Train tutors in teaching techniques and in ESOL techniques (n=2).
4. Ensure better communication between the ESOL coordinator, teachers and tutors (n=1).

Tutor Interviews

Of the nine tutors interviewed, five were tutoring for the first time this year and four were in their second year. They were asked about their education and training, whether they spoke their native language or English when they tutor, what kinds of help they typically give to students, what the most difficult tasks were for students, and their perception of the usefulness of the bilingual instructional support period.

Most (n=6) of the tutors were college students, one was a college graduate and two were high school students. Seven of the nine tutors reported using their first language with the students they tutor; the two other tutors indicated that their first language did not match those of the students with whom they were working.

When tutors were asked about the kinds of help they usually gave students during the bilingual instructional support period, they gave varied answers, but many provided help with grammar, vocabulary and

homework questions. Both tutors and teachers agreed that the most difficult tasks for students were reading comprehension and writing compositions or essay questions.

All nine tutors felt that the bilingual instructional support period was helpful to students. Reasons given were: the value of one-to-one instruction, the opportunity to help students in understanding content area texts, and the willingness of students to ask tutors questions they would not ask in class.

Two tutors noted that there needs to be better coordination and communication between teachers and tutors.

2. IN-DEPTH STUDY: MIDDLE SCHOOL SAMPLE

Vare Middle and Cooke Middle were randomly selected for in-depth study. Both schools had problems either hiring tutors or relying on them to report on a regular basis. Consequently, the evaluators were able to observe and interview only one teacher and one tutor at each school.

At both schools the tutors were observed working in ESOL classes while the teacher taught a regular ESOL lesson. In one observation the tutor circulated to help students and in the other the tutor was observed working with three Asian students at the rear of the classroom. Both tutors were English-speaking; one was a college graduate and the other was in the fourth year of college.

Both teachers felt that the tutors were knowledgeable and that they provided the individual help that some students needed to keep up with the rest of the class.

Recommendations

1. Need to recruit more tutors.
2. Need to work on tutor attendance.
3. Need to provide training for tutors.
4. Need to provide a more organized way of contacting content area teachers to determine the kinds of help students need.

3. IN-DEPTH STUDY: ELEMENTARY SCHOOL SAMPLE

The five elementary schools randomly selected for in-depth study were Drew, Childs, Southwark, Olney and Birney. Drew had no tutors at the time of this study. At the four remaining schools, ten teachers and ten tutors were observed and interviewed. All but one class observed had one tutor; the remaining class had two tutors.

Observation data revealed that at all four schools, tutoring took place during regular ESOL classes while the teacher taught a lesson. For the most part, tutors worked with one child, sometimes two or three, at the rear of the class or in an area outside the classroom.

Teacher Interviews

Seven of ten teachers reported that tutors spoke the Asian language of the students they tutored, but at one school the teachers indicated that the tutors' first languages were not appropriate to the first languages of the students they tutored. All but one teacher felt that the tutors were knowledgeable, although two teachers indicated that their tutors did not know how to work with children.

Nine of the 10 teachers interviewed perceived tutoring as helpful because it gave students the individual help they needed and permitted practice and review of the concepts taught. A few teachers also mentioned that the tutors were good role models and were able to get the most from the children.

Teacher Recommendations

1. Tutors need training (n=7).
2. Tutors should work in mainstream classes rather than ESOL classes (n=3).

3. Need in-service for teachers in how to organize and train tutors (n=1).

4. Program at school needs better organization (n=1).

5. Need sharing sessions, networking for teachers in bilingual instructional support (n=1).

6. Need time set aside for teachers and tutors to talk (n=1).

7. Need space for tutors to work with students (n=1).

8. Tutors should be tested for English proficiency and content knowledge (n=1).

9. Tutor attendance is a problem (n=1).

Tutor Interviews

Of the ten tutors interviewed, eight were Asian. All were tutoring for the first time this year and indicated that they had received no training in tutoring.

Most (n=6) of the tutors were college students and four were high school students. At one elementary school, the tutors were high school honors students who had been recruited by the Coordinator of a neighborhood high school.

Half of the tutors (n=5) indicated that they tutored students in their first language. The other half tutored in English, sometimes because the teachers insisted that tutoring take place in English rather than in their native languages.

The tutors reported working with students primarily on vocabulary, spelling, numbers and letters. They indicated that the most difficult tasks for students were composing English sentences, understanding word problems in Mathematics, speaking English, and understanding questions.

All ten tutors felt that tutoring was helpful and that the students made more progress when given individual help. They also noted that the

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children felt more comfortable with one-to-one instruction and could overcome their shyness.

Tutor Recommendations

The following recommendations were made by one or more tutors:

1. Need for more materials such as workbooks and manipulatives.
2. Tutors should work with small groups rather then with one student at a time.
3. Tutoring periods should be extended.
4. Tutoring duties should be more carefully delineated.

4. IN-DEPTH STUDY: STUDENT FOCUS GROUPS

Focus groups were conducted with 40 ESOL Level 3, Asian students at the three high schools in the sample.

The number of students interviewed at each school are given below and represented 27% of all ESOL Level 3 Asian students at these schools.

UCHS N=12 students
SPHS N=12 students
Olney N=16 students

The students were asked about how they use their time in the bilingual instructional support period, whether the tutors are usually able to help them, what language they speak with the tutor, and whether they feel that the period is helpful.

Thirty-seven of the 40 students (93%) said that they use the period productively, to either study for tests or do homework.

Although most students reported that the tutors were helpful, seven of 12 students at one high school reported that the tutors at their school were not able to help them in the content area subjects, even when the tutors and students spoke the same first language.

Twenty-three students (58%) reported that the tutors spoke English with them, rather than their native language. This may be partially due to a mismatch between students' and tutors' first languages, and partially due to an emphasis by some teachers on tutors using English, rather than their first language, with the students. At one school, use of the first language between students and tutors was overtly discouraged by some teachers because they felt that students should practice their English skills.

The majority of the students interviewed (n=34) felt that the bilingual instructional support period was a useful component of their daily schedule. Most said that the period was helpful in increasing their understanding of homework assignments and reading materials. Overall, it seems that most of the students interviewed were satisfied with the bilingual instructional support service.

A P P E N D I X

BILINGUAL INSTRUCTIONAL SUPPORT SURVEY
March, 1991

HIGH SCHOOLS	EFFORTS MADE TO RECRUIT TUTORS	MAJOR ASIAN LANGUAGE OF STUDENTS	TUTOR'S NAME	LANGUAGE	EDUCATIONAL LEVEL	WEEKLY SCHEDULE
Univ. City	Information pool based on past hiring experience. Tutors are rehired who provided outstanding tutorial services in the past.	Vietnamese Khmer Chinese Laotian Korean	Be Nguyen Amber Ardani Yuchin Ting	Vietnamese Indonesian Chinese	Jr. College College Jr. College	5 days a wk./5 hrs. a day 2 days a wk./12 hrs. a wk. 2 days a wk./14 hrs. a wk.
S. Phila.	No difficulty. Many are SPHS alumni and tutors in college.	Vietnamese Chinese (Mandarin & Cantonese) Khmer Laotian	T. Ngo W. Chin T. Vuong M. Lam T. Tran B. Le L. Vu H. Le H. Nguyen T. Huynh	Vietnamese Khmer Chinese/Viet. Chinese/Viet. Vietnamese Vietnamese Vietnamese Vietnamese Vietnamese Vietnamese	College (3) College (2) College (1) College (1) 12th Grade Graduate College (3) 11th Grade 12th Grade 12th Grade	3 days/5 periods daily 5 days/5½ hours 5 Days/3½ hours 3 days 4½ hrs. daily Back-up/5 days Back-up/5 days 5 days/Advisory 5 days/Advisory 5 days/Advisory 5 days/Advisory
Furness	Former students who are now local college students contacted. Also contacted South-east Asian Coalition.	Khmer Vietnamese Mandarin Cantonese Laotian	V. Tan Y. Him J. Chan K. Louanphom L.H. Banh S. Nop	Khmer Khmer Cantonese Laotian Vietnamese Khmer	Jr. College Jr. College Jr. College Some College College grad. Some College	2 days a wk./6 periods 2 days a wk./6 periods 2 days a wk./5 periods 1 day a wk./7 periods 1 day a wk./7 periods 1 day a wk./7 periods
Kensington	Eng. III & IV classes canvassed for recruits. Used PA announcements and daily gram. Spoke with students during lunch and advisory. Phoned Olney H.S. 21st Dr. Thai, Mr Cottone	Vietnamese Chinese Khmer	G. Maldonado S. Son N. Ho N. Day T. Day (potential)	Spanish Vietnamese Vietnamese Vietnamese Vietnamese	11th Grade 11th Grade 11th Grade 10th Grade College	SCHEDULE VARIES SCHEDULE VARIES SCHEDULE VARIES SCHEDULE VARIES SCHEDULE VARIES
Olney	Mailings, flyers, referrals, personal contacts, meetings on college campuses to recruit tutors; student employment services at colleges	Vietnamese Khmer	S. Thuch I. Dickerson N. Tran N. Nguyen S. Keo M. Rivera J. Mason	Khmer French Vietnamese Vietnamese Khmer Spanish English	College College College College College High School High School	Left for a better job. Left for a better job. Left for a better job. 5 days a wk./4½ hrs. a day 5 days a wk./5½ hrs. a day 5 days a wk./5 hrs. a day 5 days a wk./5½ hrs. a day

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BILINGUAL INSTRUCTIONAL SUPPORT SURVEY
March, 1991

MIDDLE SCHOOLS	EFFORTS MADE TO RECRUIT TUTORS	MAJOR ASIAN LANGUAGE OF STUDENTS	TUTOR'S NAME	LANGUAGE	EDUCATIONAL LEVEL	WEEKLY SCHEDULE
Vare	Through South Phila. High School	Laotian Vietnamese	H. Rim	Korean	College	2 days a wk./3½ hrs. a day 1 day a wk./5 3/4 hrs/day
	Through families and friends of Vare students and staff	Khmer	R. Jaffe	English	College	1 day a wk./4 3/4 hrs.a day
		Cantonese	R. Forte	English	College	2 days a wk./1 hr. a day
		Arabic	C. Di Giovanni	English	College	2 days a wk./3½ hrs. a day 1 day a wk./5 3/4 hrs/day
			F. Farrow	English	College Grad	2 days a wk./2½ hrs. a day
			A. Toha	Arabic	College	
			G. Mika	English	College Grad	
			K. Rubin	English	College	
Cooke	Individual teachers called on their own time (efforts continue)	Khmer Vietnamese Laotian	C. Chum	Khmer	College	5 days a wk./all day
Harding	Contacted neighborhood schools Contacted Asian Comm. agencies Contacted Dr. Thuy from Indo-Chinese American Comm.	Chinese Khmer Vietnamese	M. Christian	Spanish	College	3 days a wk./3 hrs. 20 min a day

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BILINGUAL INSTRUCTIONAL SUPPORT SURVEY
March, 1991

HIGH SCHOOLS	EFFORTS MADE TO RECRUIT TUTORS	MAJOR ASIAN LANGUAGE OF STUDENTS	TUTOR'S NAME	LANGUAGE	EDUCATIONAL LEVEL	WEEKLY SCHEDULE
Fels	Contacted Olney H.S. (Dr. Thuy) Contacted District 7 Supervisor.	Korean Chinese Vietnamese	N. Thieu	Chinese	College (1)	2-7 hours a week
Northeast	Teacher asked Asian students if they were willing to tutor ESOL students. Teachers called different community people and found Russian tutors.	Chinese Korean Vietnamese	G. Yi C. Li A. Jsybushisik G. Gulo	Korean Chinese Russian Russian	High School High School College College	4 hours a week None None 15 hours a week

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BILINGUAL INSTRUCTIONAL SUPPORT SURVEY
March, 1991

ELEMENTARY SCHOOLS	EFFORTS MADE TO RECRUIT TUTORS	MAJOR ASIAN LANGUAGE OF STUDENTS	TUTOR'S NAME	LANGUAGE	EDUCATIONAL LEVEL	WEEKLY SCHEDULE
Drew	Home visits Flyers sent to homes Made counselor and home and school coordinator aware of need.		NO TUTORS	—	—	—
Lea	School Community Coord. and Counselor used as recruiters. Local colleges contacted	Khmer Vietnamese Laotian	P. Kotanone S. Sot S. Touch S. Seng T. Nguyen	Lao Khmer Khmer Khmer Vietnamese	Comm. College College College College College	2 days a wk./2½ hrs. a day 4 days a wk./3 hrs. a day 4 days a wk./2½ hrs. a day 1 day a wk./4½ hrs. a day 4 days a wk./2½ hrs. a day Begins 4/1/91
Patterson	Contacted nearby high schools. Older siblings of pupils at Patterson. Canvassed bilingual parents.	Vietnamese Khmer	C. Pheap S. Koeuth	Khmer Khmer	College College	5 days a wk./3 hrs. a day 5 days a wk./3 hrs. a day
Childs	Contacted Div. of Foreign Language and community agencies, invited parents to come to school, contacted counselor at senior high; sent letters to former students	Khmer Vietnamese	P. Ly S. Meas L. Yang G. Asbria	Khmer Vietnamese Khmer Arabic	High School College College College	Stopped reporting Stopped reporting 3 days a wk./4½ hrs. a day 1 day a wk./1 hr. a day 1 day a wk./2 hrs. a day
Girard	Contacted area high schools and colleges. Word spread around neighborhood	Laotian Khmer Vietnamese	J. Jaffe A. Forte	English English	College College	1 day a wk./5½ hrs. a day 3 days a wk./1 hr. a day
McCall	Contacted Foreign Language Office. Contacted Temple University. Asked former retired ESOL teachers.	Chinese Vietnamese	J. Goukas Ms. Phung Mr. Guan	English Chinese Chinese	BA BA NOT PROVIDED	3 days a wk./5 hrs. a day 1 day a wk./5 hrs. a day 3 days a wk./2 hrs. a day
Greenfield	Contacted Home & School Contacted D 2 Office	Vietnamese Chinese	R. Kramer S. Arocho	English Eng./Span	NOT PROVIDED	3 days a wk./1 hr. a day 1 day a wk./2½ hrs. a day 1 day a wk./1 hr. a day

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BILINGUAL INSTRUCTIONAL SUPPORT SURVEY
March, 1991

ELEMENTARY SCHOOLS	EFFORTS MADE TO RECRUIT TUTORS	MAJOR ASIAN LANGUAGE OF STUDENTS	TUTOR'S NAME	LANGUAGE	EDUCATIONAL LEVEL	WEEKLY SCHEDULE
Kirkbride	Tutors from previous years. Recruited a graduate from Kirkbride now in college. They, in turn, recommend others.	Khmer Vietnamese Mandarin Cantonese Laotian	L. Koung T. Kar S. Soth C. Yann S. Mam D. Yang	Khmer Khmer Khmer Khmer Khmer Mandarin	3rd College 2nd College 2nd College 3rd College 2nd College B.A. Degree	3 days a wk./2½ hrs. a day 5 days a wk./2½ hrs. a day 1 day a wk./6 hrs. a day 5 days a wk./6 hrs. a day 2 days a wk./4½ hrs. a day 5 days a wk./6 hrs. a day
Southwark	Notices sent to community agencies. Contact made with Furness H.S. Coordinator, V. Nelson which resulted in hiring of tutors.	Khmer Vietnamese Cantonese	A. Chang N. Ly C. Ho T. Ly T. Thach T. Nguyen	Mandarin Chinese/Viet. Chinese Chinese/Viet Khmer Vietnamese	College High School High School High School High School High School	2 days a wk./3 hrs. a day 5 days a wk./1 hr. a day 2 days a wk./1 hr. a day 1 day a wk./1 hr. a day 2 days a wk./3 hrs. a day 2 days a wk./3 hrs. a day
A. Vare	Furness H.S. contacted; flyers sent to bilingual parents; school community coordinator contacted and community resources.	Khmer Vietnamese Chinese	B. Chrep B. Ibisi C. Lazaro U. Rann S. Sup K. Tann	NOT PROVIDED	High School High School High School High School High School High School	5 days a wk./1 hr. a day 5 days a wk./1 hr. a day 5 days a wk./1 hr. a day 5 days a wk./1 hr. a day 5 days a wk./1 hr. a day 5 days a wk./1 hr. a day
Taggart	Tutors recruited from Furness High School.	Khmer Laotian Vietnamese	S. Kouy S. Phea D. Saliaenkham T. Nguyen B. Garcia	Khmer Khmer Laotian Vietnamese Spanish	12th grade 12th grade 12th grade 12th grade 12th grade	5 days a wk./1 hr. a day 5 days a wk./1 hr. a day 5 days a wk./1 hr. a day 5 days a wk./1 hr. a day 5 days a wk./1 hr. a day
Lamberton	(not provided)	Chinese Vietnamese	NONE	-	-	-
H.A. Brown	Contacted Kensington H.S. tutors. Parents contacted through newsletter, word of mouth. Former ESOL students contacted	Vietnamese Chinese	I. Fenton J. Richardson A. Lam	English English Viet/Chinese	H.S. Grad H.S. Grad College (1)	4 hrs. a week 4 hrs. a week 10 hrs. a week
Barton	Tutors were recruited from Dr. Thuy at Olney H.S.	Vietnamese Khmer	B. Tram S. Huynh	Vietnamese Khmer/Viet	College College	5 days a wk./5 3/4 hrs. a day 5 days a wk./3 hrs. a day

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BILINGUAL INSTRUCTIONAL SUPPORT SURVEY
March, 1991

ELEMENTARY SCHOOLS	EFFORTS MADE TO RECRUIT TUTORS	MAJOR ASIAN LANGUAGE OF STUDENTS	TUTOR'S NAME	LANGUAGE	EDUCATIONAL LEVEL	WEEKLY SCHEDULE
Birney	Contacted Asian Community groups, contacted high schools and colleges in the area, contacted churches, sent flyers to all those listed above.	Khmer Laotian Hmong Vietnamese	C. Lau L. Nguyen R. Yuon C. Coco B. Bredell N. Uom K. Xiong	Khmer Vietnamese Khmer Sp/Port English Khmer Hmong/Laot.	College College College Post H.S. College Post H.S. Craft Inst.	5 days a wk./5 hrs. a day 2 days a wk./4½ hrs. a day 5 days a wk./2 hrs. a day 5 days a wk./6 hrs. a day 3 days a wk./3 hrs. a day 5 days a wk./2 hrs. a day 5 days a wk./2 hrs. a day
Carnell	Contacted, by phone, individuals and institutions.	Chinese Korean Vietnamese Hindi	Y. Young	Chinese	College (2)	5 days a wk./3 hrs. a day
Creighton	Letters sent to the community	Chinese Malayaham Khmer Laotian Vietnamese	A. Vera D. Liu	Spanish Chinese	College College	5 days a wk./4 hrs. a day 5 days a wk./1 hr. a day
Finletter	Contacted Cambodian Assoc., theological seminary, family service agencies, local colleges.	Korean Vietnamese Chinese Hmong	M. Clabaugh	English	NOT PROVIDED	5 days a wk./4 hrs. a day
Feltonville	NOT PROVIDED	Vietnamese Khmer	V. Chea R. Chughtai	Khmer Hindi	H.S. Grad College (2)	5 days a wk./5½ hrs. a day 5 days a wk./5 hrs. day
Lowell	By the principal, by the ESOL teacher	Khmer Korean Vietnamese Chinese	K. Kim K. Sananikone T. Tran M. Rivera	Korean Laotian Vietnamese Spanish	College (1) College (1) College (1) H.S. Grad.	NOT PROVIDED
Morrison	Social service agencies, area high schools and colleges	Laotian Vietnamese Khmer	N. Estrada E. Blumenthal L. Gonzalez T. Laonady A. Margues	Spanish German Spanish Laotian Portuguese	High School College College High School High School	5 days a wk./1 hr. a day 2 days a wk./1½ hrs. a day 3 days a wk./3 hrs. a day Have not been tutoring because have not been paid
Olney	Talked to parents/ community leaders, contacted other employees contacted Olney H.S.	Khmer Laotian Korean Chinese Indian	A. Echavarria A. Lam S. Huynh	Spanish Khmer Khmer/Viet	High School College Voc. School	5 days a wk./4½ hrs. a day Starting March 31, 1991 5 days a wk./2 hrs. a day

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